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ABSTRACT

The title of this book is an acronym that serves to describe the mental activity the games of the book are intended to bring about. Each of the seven letters in "scamper" is the initial letter for the word phrases making up the checklist used to create the Scamper games. Sections of the book include: (1) "Scampering with the Experts--Thinking and Feeling Processes"; (2) "Shouldn't Everybody Scamper? (Scamper Techniques)"; (3) "How to Scamper"; (4) "Directions for Playing Scamper Games"; and (5) "Scamper Games." Contains appendices and 30 references. (EH)

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ED 406 292

Creative Games and Activities For Imagination Development

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Scamper

Games for Imagination Development

By Bob Eberle

Prufrock Press

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". . . it is the imaginative use of knowledge that is essential for actual creative productivity."

—Sidney J. Parnes

What's in *Scamper*?

Used as the title of this book, the word *Scamper* serves to describe the mental activity the games are intended to bring about. It is, however, more than a title and descriptive term. Each of the seven letters is also the initial letter of word phrases making up the checklist used to create the *Scamper* games.

S ... UBSTITUTE
C ... OMBINE
A ... DAPT
M ... ODIFY
... AGNIFY
... INIFY
P ... PUT TO OTHER USES
E ... LIMINATE
R ... EVERSE
... EARRANGE

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Scampering with the Experts

For years, educators and psychologists have expressed an increasing interest in the perceptive, imaginative, and creative abilities of children. Frequently, these talents are overlooked in the schools. It is necessary for imaginative and creative talent to be cultivated and rewarded if a child is to develop into a healthy, mentally alert, productive adult.

Too often adults seem dedicated to the task of rushing children into the real world as quickly as possible. The pressures to conform that are placed on children by adults are considered to be a major cause for slowing down and turning off imaginative and creative expression. By nature, children possess a measure of ability to express wonderment, curiosity, imagination, and creativity. Early in life they discover that there are few payoffs in the reward system for this kind of activity. According to Dr. E. Paul Torrance of the University of Georgia there is a measurable drop in the creative imaginative expression of children at the fourth and seventh grades. It appears that well meaning adults, attempting to help children grow up and face reality, often dampen or extinguish the self kindling fires of creative-imaginative thought and expression.

Dr. George Stoddard of New York University reminds us, "Creativity, the urge to inquire, to invent, and to perform has been stifled in millions of school children, now grown up, who did not get above role learning, or did not stay above it." In this regard, Torrance says, "Society is downright savage in its treatment of creative people, particularly when they are young." The opinions of experts culled from many sources seem to indicate that the great majority of the population have been caused to lay aside a valuable talent that could have helped them to become more self-sufficient, productive, and happier adults.

What, then, are these forces that seem to be drawn together in a well organized campaign to stamp out creative imagination? It is believed that:

> Pressuring children to conform may very well be the major cause for the inhibition of creative-imaginative expression.
> Activities selected and goals set by adults, standardized home and school routines, controls exercised by

clubs and organizations, and inflexible school curricula are examples of the repressing society in which the child lives.

Domination by others and the threat of retaliation serve to choke off creative-imaginative response. To be told: "That's a stupid idea" or "Why don't you grow up and act your age?" destroys feelings of self-worth and effectively blocks creative imagination.

Imaginative thought and expression require playing around with ideas, toying with responsibilities, and roaming around in the world of make-believe. The non-acceptance of play attitudes, particularly in association with school work, establishes a restrictive environment.

It is important to know about and to avoid conditions that block creative-imaginative expression. It is also important to know about attitudes and behaviors that encourage and reward this kind of intellectual activity. While serving as Director for the National Schools Project, Dr. Frank E. Williams and his colleagues developed and tested techniques designed to bring about creative-imaginative expression in children. It was found that the use of instructional strategies which focused upon specific thinking abilities and the establishment of classroom conditions which encouraged the expression of particular kinds of feelings, produced statistically significant gains in the creative-imaginative expression of pupils. Many of Williams' strategies serve as the foundation for building the *Scamper* games which follow.

Thinking and Feeling Processes

Thinking Processes:

Fluent Thinking consists of the generation of a quantity of ideas, plans, or products. The intent is to build a large store of information or material for selective use at a later time.

Flexible Thinking provides for shifts in categories of thought. It involves detours in thinking to include con-

trasting reasons, differing points of views, alternative plans, and the various aspects of a situation. A variety of kinds of ideas and differing approaches are considered. Originality is the production of unusual or unanticipated responses. It is characterized by uniqueness and novelty. Responses may be considered original if they are clever, remote, individualistic, uncommon, inventive, or creative in nature.

Elaborative Thinking is the ability to refine, embellish, or enrich an idea, plan, or product. It involves the addition of new and necessary details for clear and complete communication. It is an elegant response, an ornamented idea, or an adorned expansion upon things. Elaboration provides illuminating descriptive dimensions leaving very little to the imagination.

Feeling Processes:

Curiosity is evidenced by inquisitiveness, a strong desire to know about something. It is exploratory behavior directed toward acquiring information. It involves the use of all the senses to investigate, test out, and to confirm guesses and hunches about the unfamiliar or unknown.

Willingness to Take a Calculated Risk is activity that involves speculation, prediction, wisdom, and foresight. The probability of success and the chance of failure are estimated before action is taken. Risk taking is characterized by the will, disposition, and desire to set greater goals in anticipation of greater gains. Consideration for the elements of chance, liking the unknown, adventure, and a tolerance for insecurity are traits common to the risk taker. He or she may also be described as perceptive, inquiring, intuitive, and predictive.

Preference for Complexity is a willingness to accept a challenge. It represents a desire to work with or handle involved details and an inclination to dig into knotty problems. Challenges may be in the form of intricate ideas, difficult problems, complex designs, or complicated theories.

Intuition is a perceptive quality that involves quick and keen insight. It is a direct perception of truth or fact independent of reasoning processes. It is the immediate apprehension of untaught knowledge.

Traditionally, children have been encouraged and have received rewards for: (a) learning that which has already been determined; (b) remembering that which is already known; and (c) conserving existing knowledge. It should be emphasized that the acquisition and retention of basic knowledge is a learning function necessary to the growth of the individual and should not be downgraded.

But as is so often the practice, this is not the place to stop if intellectual potential is to be developed to the fullest. If children are to more nearly use their potential, they should be encouraged and given the opportunity to: (a) explore the undetermined; (b) revise that which is known; and (c) create what might be. There are many keyboards to human intellect. It is possible for pupils to play on all of them and to develop many and varied tunes in their day-to-day pursuit of knowledge and skills.

Shouldn't Everybody Scamper?

Scamper: To run playfully about, as a child . . .

And when you stop to think about this definition, there is really nothing much wrong with scampering. In fact, it might be a good thing to do, especially if you are looking for imaginative ideas. Everybody can have ideas, lots of ideas, sometimes good ideas. Running playfully about in the world of make-believe is a visionary activity that helps to produce ideas. Of course, there are ways to go about scampering that will make an individual a better player. And that, of course, is exactly what we hope to do.

The purpose of this book is to assist children to maintain and, hopefully, to improve their imaginative ability. In some cases, adults may also benefit. Scamper games provide an opportunity to learn and practice idea getting techniques that are the craft of authors, inventors, and composers. These same techniques have been successfully put to work in business and industry to create new products, improve methods of operation and solve a variety of problems.

Imagination is an act of forming mental images, pictures of what is not actually present to the senses. It is the ability to see the unseen. Creative imagination is the ability to form unique and original mental images.

The process of creative imagination is one of rearranging or manipulating information that is drawn from the memory store. Knowledge recalled is subject to adaption, combination, or other intellectual operations that serve to produce creative ideas. Checklisting techniques are of great value in the production of creative ideas. In brief, a checklist contains questions or suggestions that prompt and stimulate an individual to form creative ideas. The *Scamper Techniques* draw heavily from the famous *Idea Spurring Checklist* developed by Alex Osborn.

In playing the *Scamper* games, individuals are cued to think imaginatively through the application of the checklisting techniques which are incorporated into the games. In doing so, players are guided into fanciful and imaginative thought. Elegant, fantastic, and unrestrained visualization is brought about when creative thinking processes are applied to familiar objects or situations. Existing knowledge and experience provides the material to be manipulated in the quest for new and original images.

Scamper Techniques

S	**Substitute**	To have a person or thing act or serve in the place of another.
C	**Combine**	To bring together, to unite.
A	**Adjust**	To adjust for the purpose of suiting a condition or purpose.
M	**Modify**	To alter, to change the form or quality.
	Magnify	To enlarge, make greater in form or quality.
	Minify	To make smaller, lighter, slower.
P	**Put to Other Uses**	To have a person or thing act or serve in the place of another.
E	**Eliminate**	To remove, omit, or get rid of a quality, part, or whole.
R	**Reverse**	To place opposite, to turn around.
	Rearrange	To change order or adjust, different plan, layout, or scheme.

Both the *Thinking and Feeling Processes* and the *Scamper Techniques* have value for day-to-day living and learning. When used individually or in combination, the processes and techniques may be used for a variety of thinking and doing activities, such as preparing a menu, planning an instructional unit, redecorating a room, or revising the family budget. When considered as a means to improve life through the use of one's imaginative talent, *shouldn't everybody Scamper?*

How To Scamper

It takes at least two to *Scamper,* a child of 3 years or older, and a young adult of any age. The adult, as game leader, may serve an individual child or a group numbering up to about 35. To play the games, the leader reads the script paying close attention to the required pauses indicated by the three dots (. . .). The purpose of the pause is to provide time for the children to follow the cues and directions given. During the pause, the game leader should observe the emotions, reactions, and gestures of the players. Remember, the dots are your signal to wait and watch. You will know when to continue, when a nod of approval, a smile, or other response is given by the players. This is discussed further in the section titled, *Directions For Playing.*

The games should be played with enthusiasm and expressed wonderment. This requirement places great responsibility on the leader. The leader, too, must be responsible to what might be and be willing, himself or herself, to entertain extravagant and unrestrained ideas. An expression of enthusiasm sets the pace and establishes the emotional tone of the game. The success of the games clearly depends on the leader's ability and willingness to openly display an outpouring of warmth, enthusiasm, and positive expectation.

Within the structure of the games, ample opportunity is provided for the leader to exercise his or her own creative imagination. Games may be adapted for particular use. Leaders may wish to improvise or write their own games. Wide margins have been provided on the game pages; leaders may use this space to make notation of adaptations they wish to implement. Many suggestions for adaptation are included in the appendix, *Scamper On Your Own.*

Before playing the games, it is recommended that the following procedure be followed:

> Read the *Directions for Scamper Games*, and as you read, practice the expression you will use in giving the direction to the players. Imagine you are a child hearing the directions for the first time. How would you feel?
>
> Read the first two games as if you were actually playing with children. Take time to pause, pretend that you

are a child, envision the images that children will see when you lead them in this game. Timing yourself in this activity helps determine the actual time needed to play the game.

Refer to the appendix for suggestions in *Scamper On Your Own*, and adaptations that you may wish to use as a part of your game activity. The ideas suggested have been tried and found useful by classroom teachers. It is hoped that they will be of value to you and suggest new and original ideas that you will be able to put to use.

It is good to recognize the attention span of the age group that will be playing. It can be expected that children in the 5-7 age range will be able to focus attention on a game for about 10 minutes. Leaders have found it helpful to set and announce time limits before playing the games.

You are now ready to *Scamper.* Gather your imaginative leaders of tomorrow around you and refer to *Directions for Playing Scamper Games.* Good luck! If all goes well, you will find that playing creative imagination games will lift you and your players to new heights of living and learning enjoyment.

Directions for Playing *Scamper* Games

(To be read aloud)

We are going to play a game called *Scamper.* In playing the game, you will be asked to scamper about, but you won't really run around. This is a pretend game. When we pretend we use our imagination. When you use your imagination almost anything can happen. Making strange and unusual things happen in our imagination is fun. In playing the *Scamper* games we hope to have fun. Here are the rules of the game. Listen while I read them to you.

Rules of the Game

I will tell you about something and ask you to think about it . . . to imagine and pretend.

Sometimes, I will ask you to do something . . . you won't be expected to do it, but you can pretend that you are doing it. You know, just imagine that you are.

Remember, we are just pretending. Don't speak out when I ask you something. You may nod your head *yes* or shake your head *no.*

The best way to pretend is to put your hands over your eyes and close them, or to close your eyes and fold your arms in your lap. When you do this you try to see and pretend to do what I am telling you.

Practice Game

All right. Let's play a practice game.

- Are you ready? . . .
- Are your eyes closed? . . .
- Nod your head *yes* if you are ready and your eyes are closed . . .
- Good. Let's pretend that you have a dish of ice cream sitting right there on the table in front of you . . .

- Do you see it? . . .
- Nod your head *yes* if you see it . . .
- What flavor is it? Don't answer out loud. Just answer to yourself . . .
- Put a spoon on the table along side of the dish of ice cream . . .
- All right. Now, pick up the spoon and taste the ice cream . . .
- Is it good? . . .
- Go ahead and eat all of the ice cream in the dish . . .
- Is there any ice cream left in the dish? Shake your head *no* if it's all gone . . .
- Fine. Now open your eyes . . .
- Do you think that you know how to play the game? . . .
- Do you have any questions about playing the game? . . . (Take time to answer questions.)

I believe we are ready now, let's go ahead and play the first *Scamper* game.

Cardboard Box

Many kinds of things come in a cardboard box. Can you think of some? . . . You can take things out of a box, and you can put things into a box. Can you change a little box into a big box? . . . Can you change a box into a doghouse? . . . Sure you can, it isn't hard at all . . . if you use your imagination.

This game is called **Cardboard Box**. Close your eyes and we are ready to begin.

- Pretend that you have a cardboard box about as big as a chair . . .
  - Set it on the floor in front of you . . .
  - Make it whatever size you want it to be . . .
  - Make the box bigger and change the color . . .
- Now, we are going to pretend that we are putting some things into the box. Think about the many different kinds of good things you could put into the box . . .
  - Put them in . . .
  - Keep putting things into the box until it is full . . .
  - Now pile things on top . . .
  - Keep piling things on top . . .
  - Do you have things piled high? . . .
  - Now, like magic, make everything in the box go away . . .
  - Is the box empty? . . .
- Take a long flat box and put some wheels on it . . .
  - Make it into a wagon . . .
  - Have it be a red wagon . . .
  - Jump into your red wagon and steer as it zips around the room . . .
  - Stop the wagon and get out . . .
  - Push it out the door . . .
- Are you ready to make something else? . . .
  - Take another box and make a doghouse . . .
  - Put a dog in the doghouse . . .
  - Make him brown with long hair . . .
  - Give him a name . . .
  - Call out his name and have him bark three times . . .

- Pet him and tell him he is a good dog . . .
- Give him some food and tell him good-bye . . .

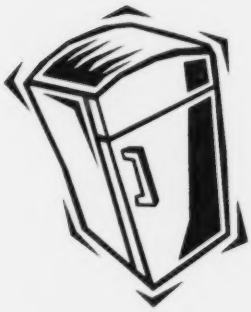
➨ Now take a wide, tall box and make a refrigerator . . .

- Put a door with hinges on it . . .
- Open the door . . .
- Did the light come on? . . .
- Put some shelves in the refrigerator . . .
- Put different kinds of vegetables on the shelf . . .
- Look at all the food in the refrigerator and decide what you are going to have for lunch . . .
- Shut the door and come back when you're ready to fix lunch . . .

➨ Get another box and we will make a space shuttle . . .

- Put a door and some windows in it . . .
- Get into your shuttle and shut the door . . .
- Get a little box and make a control panel with lights on it . . .
- Sit down in your seat and buckle the seat belt . . .
- Are you ready to go? . . .
- Grab the controls and push the button that starts the engines . . .
- Count down, 10—9—8—7—6—5—4—3—2—1—0, ignition, blast off . . .
- Look out the window . . .
- Is the Earth getting smaller? . . .
- Unbuckle your seat belt and float around in the cabin . . .
- Fly your shuttle around the moon . . .
- Take one more turn around the moon and head back to Earth . . .
- Start to slow it down for a landing . . .
- Set your shuttle down easy . . .
- Get out and walk around . . .
- Doesn't it feel good to be back on Earth? . . .

You can do all sorts of things with a cardboard box . . . if you use your imagination.



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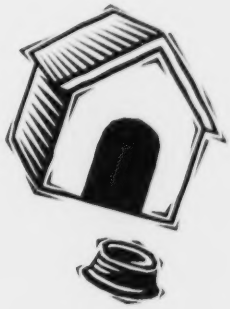

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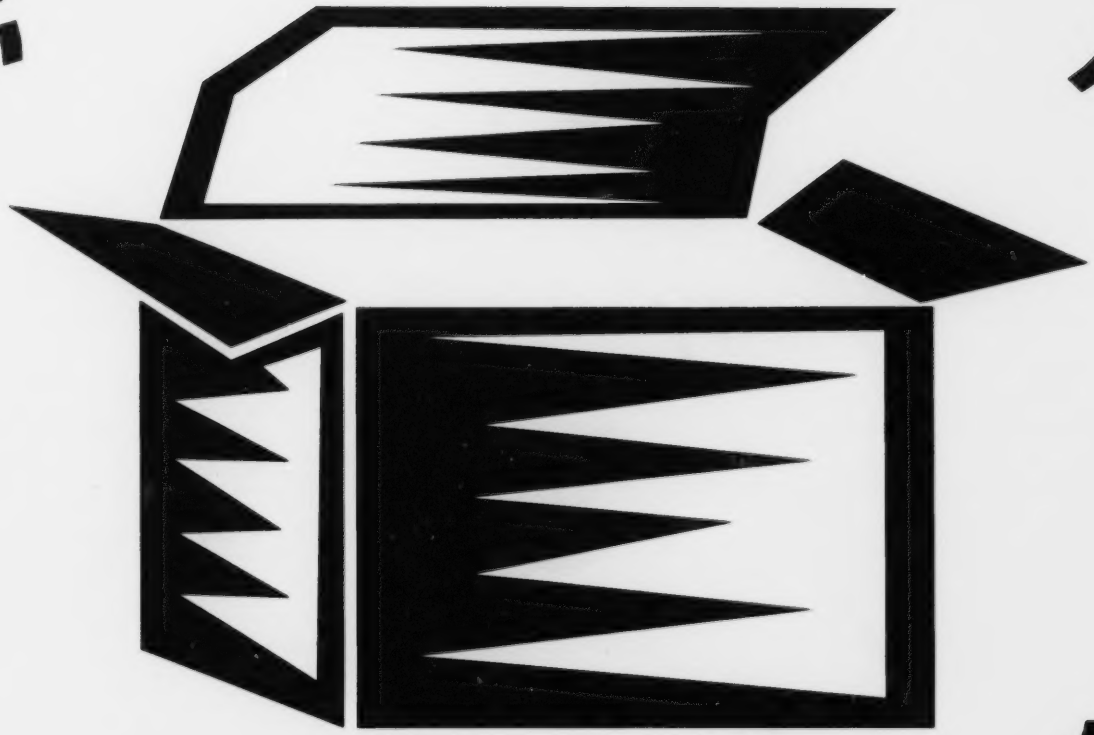

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Game Two

New Zoo

It may be necessary to review the rules of the game before you start. For younger children there is an alternate game which may be more suitable.

Some things seem to go well together. For example, peanut butter and jelly make good sandwiches. Milk and cereal are a good combination, but some kids like cereal without milk. Root beer and ice cream go together to make something that is different from either root beer or ice cream. Sometimes, we can combine things or parts of things that we do not usually think of as going together. When we do this, the results may be strange and interesting. It's possible to combine anything you want . . . when you use your imagination.

New Zoo is the name of this game. Can you guess what it's about? . . . If your eyes are closed, we are ready to play the game.

- A moose has a big head and antlers, take a look at him . . .
  - Do you see him? . . .
  - Take his big head and antlers and put them on a hippopotamus . . .
  - Think of a name that would describe this animal . . .
  - Did you think of *hippot-a-moose* or *moose-a-potamus*? . . .
- A kangaroo has big strong hind legs that help him jump . . .
  - Give the kangaroo's hind legs to a donkey . . .
  - Have this strange animal jump around on his hind legs . . .
  - Think of a good name to describe this animal . . .
  - You could call it *donkey-roo* or maybe even *kang-a-donk* . . .
- Now look at a zebra . . .
  - Can you see anything about this animal that makes him different from most other animals? . . .
  - Remember what it is . . .
  - Now look at a camel . . .
  - Take the words that describe the characteristics of these two animals—stripes and hump—and combine them to make a name for your new animal . . .
  - It could be a *stripe-a-hump*, *hump-lines*, or even *humpster* . . .
- This time, choose any animal that you wish . . .

- Have you selected an animal? . . .
- Take a good look at him and notice any characteristics that tend to make him different from most other animals . . .
- Combine the words that describe the unique characteristics and make up a name for your new animal. We should be able to determine which two animals you chose by the name that you give your animal . . .

When we put things together we form strange and unusual combinations. Sometimes our unusual combinations may turn out to be something valuable.

We can try out all sorts of unusual combinations . . . if we are willing to use our imaginations.

Hippot-a-moose?
Moose-a-potamus?

Game Two Alternate

New Zoo

The alternate game for younger children may be substituted after the ***kangaroo*** *or the* ***zebra*** *sections. Continue playing using the following script:*

- A zebra has black and white stripes . . .
  - Do you see them? . . .
  - Put his stripes on a gorilla . . .
  - Have the black and white striped gorilla walk around the room . . .
  - Make up a new name to describe this animal . . .
  - Do you have it? . . .
  - Did you think of *zeb-orilla*? . . .
  - How about *gor-bra*? . . .
- A camel has a hump on his back . . .
  - Do you see the camel with the hump? . . .
  - Put the camel's hump on an elephant . . .
  - Remember how he looks . . .
  - Now, take the elephant's trunk and big ears and put them on a camel to make another animal . . .
  - Do you have it? . . .
  - All right, now take both of the animals that you have created and make a third animal that is different from either of the other two . . .
  - Have you combined them? . . .
  - Give this strange animal a name that will help to describe how he looks . . .
  - Have you made up a new name? . . .
  - Did you think of *cam-el-phant*? . . .
  - How about *ele-came-phant*? . . .
- Monkeys are cute animals that in some ways remind you of people . . .
  - Take the head, tail, and fur coat of a monkey and put them on a cow . . .
  - Invent a new name to describe this unusual animal . . .
  - Have you thought of one? . . .
  - How about *monk-cow*? . . .
- A goose has a long neck and brown and white feathers . . .
  - Take his long neck and white feathers and put them on a grizzly bear . . .

- Give this animal a name . . .
- Would *goo-bear* be a good name? . . .
- Maybe you would prefer *grizz-neck* . . .

When we put things together we come up with combinations that make new things. Sometimes our ideas for combining things may turn out to be valuable.

We can try out all sorts of unusual combinations . . . if we are willing to use our imaginations.

Zeb-orilla?

Gor-bra?

Game Three

Doughnuts

I suppose that there is really nothing more wonderful than a doughnut, especially when you are hungry. You could eat doughnuts all day long if you had enough of them. You could eat them all night long if you could stay awake. Doughnuts are usually round, but they don't have to be. You could make a square doughnut if you wanted to. In fact, you could make a birthday cake out of a doughnut . . . if you used your imagination.

- Let's pretend that we have a plate piled with doughnuts sitting here on a table . . .
  - Do you see them? . . .
  - How many doughnuts do you think are piled on that plate? . . .
  - Take a guess . . .
  - Now count them to be sure . . .
  - How many are there? . . .
- Good! Now think of all the good things that you could put inside a doughnut to make it taste better. Go ahead and think about your choices . . .
  - How many different kinds of things did you think of? . . .
  - Now think of some strange and unusual kinds of things you could put inside a doughnut . . .
  - Try to think of something that no one else would think of . . .
  - Did you think of some unusual things? . . .
- Let's pretend that we have a squirt gun for putting things inside doughnuts. I am going to name some things that we could squirt inside of a doughnut. If you thought of any of these things nod your head when I call it out. Are you ready? . . .
  - Peanut butter . . .
  - Take the squirter and put some peanut butter in a doughnut . . .
  - Take a bite and squish it around in your mouth . . .
  - Do you like peanut butter doughnuts? . . .
  - Did you think about chocolate pudding? . . .
  - Squirt some chocolate pudding in a doughnut . . .
  - Take a bite . . .
  - Is it good? . . .
- Now let's make some doughnuts that are not round . . .
  - Make them without holes . . .
  - Make one that looks like a loaf of bread . . .

- Make one as thin as a pencil . . .
- Make a doughnut that looks like a pretzel . . .
- Make one the size of a baseball . . .
- Make one as big as a house . . .

➨ Let's pretend that we have a doughnut house . . .

- Put a swimming pool where the hole in the doughnut would be . . .
- Fill the swimming pool with applesauce . . .
- Walk around your doughnut house . . .
- Does it smell good in the house? . . .
- Rub your hands on the ceiling . . .
- How does it feel? . . .
- Take a bite of the floor . . .
- How does it taste? . . .
- Now run out and jump into the pool . . .
- What kind of sound did it make when you jumped into the pool? . . .
- Go back into the house and take a grape juice shower . . .

➨ Did you ever decorate a doughnut? . . .

- Think of all the things, all of the colors, all of the designs you could put on doughnuts . . .
- Imagine that you are going to decorate a doughnut for a special purpose. We want to decorate the doughnuts so that everyone will know exactly what they are for . . .
- First, make a Halloween doughnut . . .
- What are you going to put on it? . . .
- Would everyone know what it is for? . . .
- Now make a Valentine doughnut . . .
- What shape is it? . . .
- What colors did you put on it? . .
- Did you put anything into it? . . .
- Make a Fourth of July doughnut . . .
- Make a birthday cake doughnut . . .
- Put enough candles on it for your next birthday . . .
- Light the candles . . .
- Make a wish . . .
- Blow out the candles . . .
- Did you blow them all out? . . .

You can do just about anything you want with doughnuts . . . if you use your imagination.

Game Four

Stuffed Animals

Have you ever played with a teddy bear? . . . Most of the older people you know played with teddy bears when they were children. Teddy bears are stuffed animals that are fun to play with. They have big eyes and ears and soft, fuzzy fur. They stay put when you set them down and seldom get lost. Have you ever thought what it would be like if toy animals decided to walk around? . . . Wouldn't it be fun if toy animals could play hide and seek with you? . . . Stuffed animals can do all kinds of unusual things . . . if you use your imagination. In this next game you are going to see, hear, and feel *thought pictures* about animals, stuffed animals.

- Sit down on the floor and place a stuffed pony in front of you . . .
  - Give him black and white silky fur . . .
  - Rub your hand over this silky fur . . .
  - Put your hand on his cold, wet nose . . .
  - Doesn't it feel funny? . . .
  - Put a battery in so that his eyes light up when you pull his tail . . .
  - Pull his tail and have his eyes light up . . .
  - Do it again . . .
  - Put a wind-up box in him so he can sing when you turn him on . . .
  - Wind him up, turn him on, and have him sing a cowboy song . . .
- Now let's play with a white, stuffed polar bear . . .
  - Make him about the size of a loaf of bread . . .
  - Take a pretty blue ribbon and tie a little bell around his neck . . .
  - Have him walk around the room . . .
  - Have the bell ring as he walks around the room . . .
  - Tell him to stop walking and sit up on his hind legs . . .
  - Ask him to stick out his big red tongue . . .
  - Did he do it? . . .
  - Have him go over to the corner and lie down . . .
- Now let's play with a penguin . . .
  - Penguins are black and white, but let's make ours red and green . . .
  - Take a good look at our red and green penguin . . .
  - Make him a happy penguin that smiles and rolls his eyes around . . .
  - Make him a jumping penguin that jumps like a kangaroo . . .
  - Have him jump around a bit . . .
  - Put him against the wall next to the polar bear . . .

- Now we are going to have a parade of the stuffed animals . . .
  - Have the black and white, singing pony lead the parade . . .
  - Next in line is the polar bear with his bell ringing . . .
  - Put some roller skates on him and have him follow the pony . . .
  - Next is the penguin, smiling and rolling his eyes around as he jumps along behind the polar bear . . .
  - Now pretend that you are a little white rabbit with big blue eyes . . .
  - Get into the parade right behind the red and green penguin . . .
  - Have all the animals marching around the room . . .
  - Have them go around the room one more time and then stop against the wall . . .

Stuffed animals can do all kinds of fun and unusual things . . . when you use your imagination.

Game Five

Sticks

A toothpick is made out of wood and so is a baseball bat. You could call them both sticks if you wanted to. Sticks come in all shapes and sizes. They also have different colors and sometimes smell or feel differently. Hardly anyone pays much attention to sticks because there are so many of them around. But, if people really take the time to look at a stick, they might see some unusual things . . . particularly if they use their imaginations. In this game, we are going to work wonders with plain old sticks.

- Take a stick about as long as your arm . . .
  - Make it an old, weatherworn stick with the bark off . . .
  - Make it crooked with knots in it . . .
  - Make it rough . . .
  - Make it gray . . .
  - Do you have it? . . .
  - All right. Hold it out at arm's length and pretend that it's a snake . . .
  - Have it wiggle and stick out its tongue . . .
  - Hand it to someone and tell him it is a snake . . .
  - Watch to see what it does . . .
  - Tell him to turn the snake loose in the grass . . .
- Take another stick . . .
  - Make it about half as long as your arm . . .
  - Do you have it? . . .
  - Fine. Stand it up on a base and put it in the center of the table . . .
  - Good. Spray gold paint on it . . .
  - Touch it up if it needs it . . .
  - Pretend that there is a motor in the base that will make the stick turn slowly . . .
  - Turn it on . . .
  - Turn it off . . .
  - Stick some red colored jewels on the gold stick . . .
  - Put some yellow jewels on it . . .
  - Put some black jewels on it . . .
  - Put some other colored jewels on it . . .
  - Turn a spotlight on the jeweled stick . . .
  - Push the button that will make the stick turn around slowly . . .
  - Step back and watch the jeweled stick turn slowly on the table . . .
  - Turn it off and walk away . . .

- Find another old stick about as long as your favorite book is tall . . .
  - Have it be as round as your wrist . . .
  - Do you have it? . . .
  - Very well. Now we are going to make an *old man* puppet . . .
  - First, take a pencil and draw a face on one end of the stick . . .
  - Take some string and put white hair on the end of the stick around the face . . .
  - Get some pieces of cloth and put a shirt and pants on him . . .
  - Find something that you could use for shoes . . .
  - Did you find something? . . .
  - Put some shoes on him . . .
  - Tie some strings up and down and have him walk around . . .
  - Put him up on the shelf . . .
- Now we are going to make a stick animal . . .
  - To do this, you will really have to use your imagination and do some original thinking . . .
  - Are you ready? . . .
  - Take another old stick any size or shape that you want . . .
  - Do you have it? . . .
  - First, we will need to give it a head . . .
  - Think of all the things that you might use for eyes, ears, nose, and mouth . . .
  - Now find something that you could use for legs . . .
  - Do you want him to have a tail? . . .
  - If you do, put it on . . .
  - We forgot to put on fur, skin, or feathers. Which do you want to use? . . .
  - Put it on . . .
  - Look him over from all sides . . .
  - Does he need anything else? . . .
  - If he does, put it on . . .
  - How does he look now? . . .
  - Give him a name and stand him on the shelf . . .
  - What name did you give him? . . .

The next time you are out walking, see if you can find an old stick. If you do, take a good look at it. You may find it reminds you of something.

Remember, an old stick can be anything . . . if you use your imagination.

Game Six

Alphabet Cake

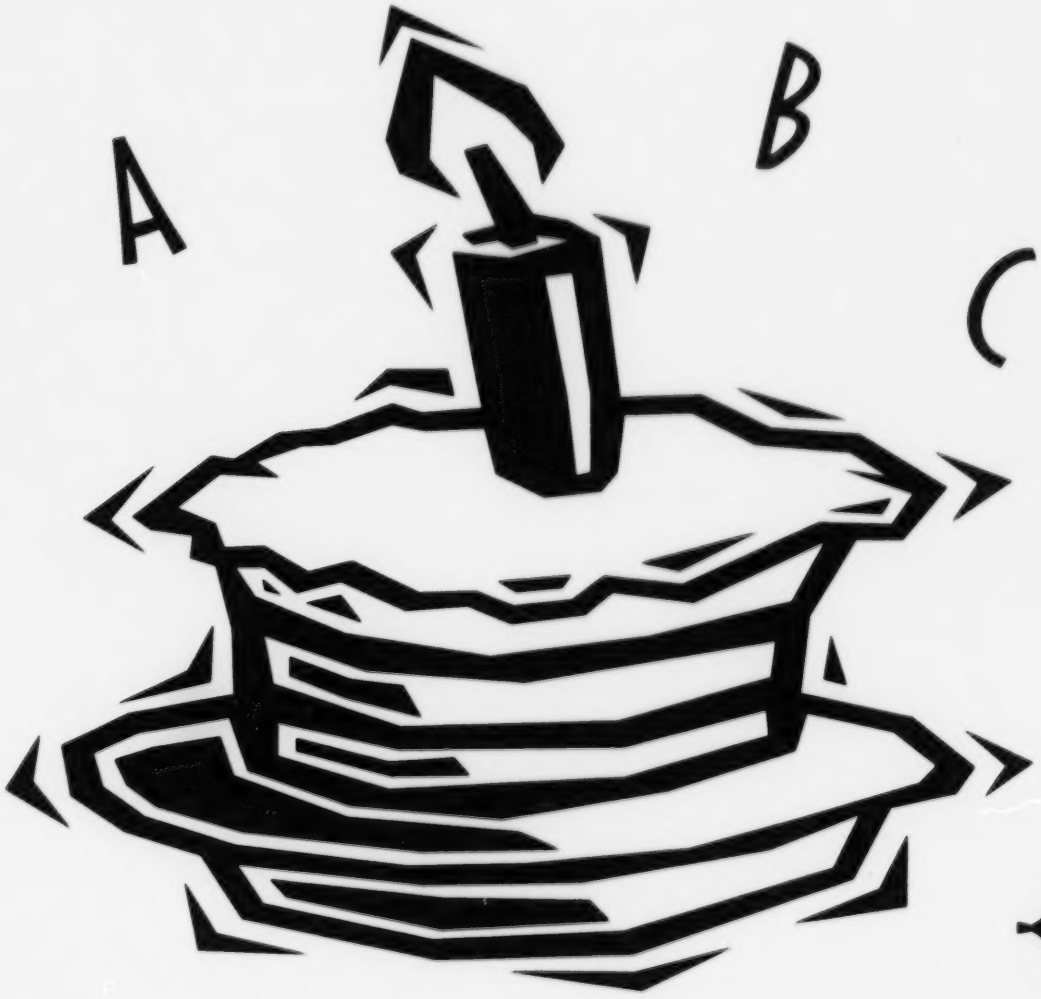
Did you ever eat cake for breakfast? . . . How about a pancake . . . If we were to list all of the different kinds of cake that we know about, we would have a long list. Think about all of the kinds of cake that you have eaten at one time or another . . . If you wanted to invent a new kind of cake it wouldn't be too hard. In making a cake you can put things into it, on top of it, or around it. You could also make it different shapes and sizes. In this game we are going to try our hand at inventing new kinds of cake. Some silly things may happen, but then again we might get some good, new ideas . . . when we use our imagination.

- In playing this game we are going to take the letters of the alphabet and use them to remind us of new kinds of cake we could make . . .
  - Let's start with the first letter of the alphabet and see if we can think of some things that begin with the letter **A**. Think of things that we could put on or into a cake . . .
  - Let's try applesauce. We could put applesauce into the cake when we baked it or we could spread it on top for frosting . . .
  - Here's another idea. Asparagus begins with the letter **A**, let's see what we might be able to do with asparagus . . .
  - We could chop up asparagus and put it into the cake before we baked it. We might even take some asparagus juice and use it to flavor the frosting . . .
  - We could put some sticks of asparagus on top of the cake like candles or we could place asparagus sticks along side of the cake for decoration . . .
  - Do you think you would like asparagus cake? . . .
- Let's try the letter **B**. Search around in your mind and see if you can see some things that begin with the letter **B**. Look for all kinds of things that you might use to make a new kind of cake . . .
  - Have you thought of some things that begin with the letter **B**? . . .
  - Take some of these things and make a cake . . .
  - Do you have it finished? . . .
  - Set it over on the table . . .
  - Is it really a different kind of cake? . . .
  - Did anyone put bologna on their cake? . . .
- Try to think of some foods that begin with the letter **C**.
  - Think of more things you can eat that begin with the letter **C** . . .

- Take some of these things and make another cake . . .
- Does it look good? . . .
- Take a bite and see how it tastes . . .
- Do you like it? . . .
- Did anyone use chili? . . .
- How about catsup? . . .
- Did anyone use carrots or cabbage? . . .

You may run through the alphabet as far as children are willing to go. You may wish to randomly assign alphabet letters and let the children work on their cakes individually.

It's fun to invent new kinds of cakes, and easy too . . . if you use your imagination.



Game Seven

Crazy

This game calls for a high degree of abstract thinking on the part of the players. It may be necessary to provide extra time for the players to visualize the cue given. Once a cue is given, it may be desirable to repeat it after a short pause.

As an optional activity, the leader may say, "Now what do you think of that?" When this cue is given by the leader, pupils may respond, "Say, that's really crazy." Note cues in bold type throughout the game. Instruct players of the cue to be given and their expected response before starting the games.

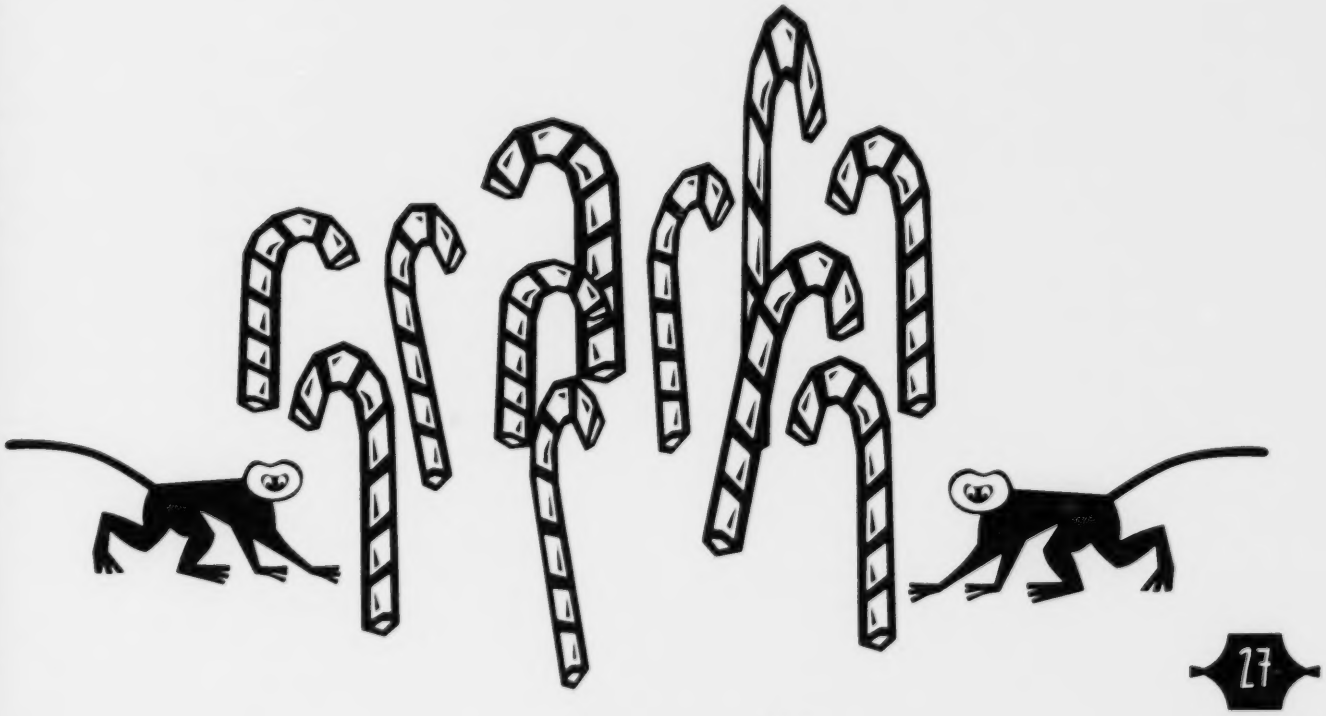
Other optional activities may be found in the Appendix, ***Scamper On Your Own.***

Scamper games are designed to help you see pictures in your mind. Sometimes, we call these pictures *think pictures.* The *think pictures* that you see might be about something that could really be true. But then again, they might be about something crazy that could hardly ever be true. Crazy things are fun. We like to think about crazy things and sometimes we like to do crazy things. We can do many interesting, crazy things when we see *think pictures* and . . . use our imagination.

- Once again I will ask you to think about something and to try to see what it is I am describing . . . When you see it and are ready to move on, nod your head *yes* . . . All right. Let's begin . . .
  - Candy bars are made of soap . . .
  - A green and yellow donkey is climbing a rope . . .
  - Stars in the sky are like pine trees . . .
  - Chimpanzees look just like me . . .
  - **Now what do you think of that? . . .**
  - **Say, that's really crazy . . .**
- You are wearing your clothes turned inside out . . .
  - Jump on an idea and ride it about . . .
  - Monkeys stumble in a candy cane jungle . . .
  - Witches and goblins are very humble . . .

- **Now what do you think of that? . . .**
- **Say, that's really crazy . . .**

- Sunbeams make jet trails in the sky . . .
  - A hairy ape is eating apple pie . . .
  - Colored balloons grow wild in a patch of briar . . .
  - The bottom of the ocean grows higher and higher . . .
  - **Now what do you think of that? . . .**
  - **Say, that's really crazy . . .**
- The moon beams down like a circus clown . . .
  - Hands on the clock wave up and down . . .
  - A house goes jogging down the street . . .
  - Tigers put catsup on hamburgers they eat . . .
  - **Now what do you think of that? . . .**
  - **Say, that's really crazy . . .**
- Marshmallow trees bend at the knees . . .
  - A dog catcher chases birds and bees . . .
  - Black snow sifts down like lumps of coal . . .
  - Basketballs shoot players through the hoop . . .
  - **Now what do you think of that? . . .**
  - **Say, that's really crazy . . .**



Game Eight

Light Bulb

We have so many wonderful things to help us live comfortably that we really don't give much thought about it. But if somebody hadn't given some thought to these things they would have never been invented. Have you ever thought what it would be like if light bulbs had never been invented? . . . I wouldn't like that, would you? . . . Light bulbs help in many ways. But I think we could make them even better than they are now. I'm sure we could make them better . . . if we use our imagination.

- Put a light bulb in your left hand . . .
  - Hold it out in front of you . . .
  - Very good. Now we are going to ask the light bulb to do whatever it is that we wish it to do. You may wish very hard for the light bulb to get your message, but let's try it and see if the light bulb will do what we desire it to do . . .
  - Wish for the light bulb to turn on . . .
  - Is it on? . . .
  - Turn it off . . .
- Now let's have the light bulb shine different colors . . .
  - What color do you desire? Red? Green? Blue? Orange? Is there any color you desire? . . .
  - Wish for the light bulb to shine whatever color you want it to . . .
  - Did it shine your color? . . .
- Would you rather the bulb shine warm or cold? . . .
  - Take your choice and have the light bulb shine the way you want it to . . .
  - Do you feel the temperature changing in the room? . . .
  - Put the light bulb aside . . .
- Get another light bulb and unscrew the bottom of it . . .
  - Take the bottom off and pour in some mosquito spray . . .
  - Screw the bottom back on . . .
  - Hold it out in front of you and wish for it to start shining . . .
  - As it shines have it kill all of the mosquitoes . . .
- Now make the light bulb bigger and flat like a television screen . . .
  - Blink your eyes and have a program come on . . .
  - Blink your eyes and change the picture to another program . . .
  - Blink them for another program . . .
  - Now blink your eyes and have Saturday's cartoons come on . . .

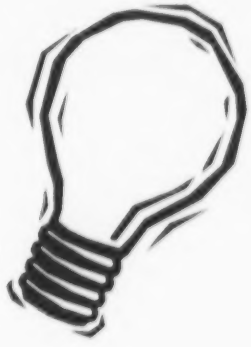
- Are you going to be happy next Saturday? . . .
- Blink your eyes and turn off the TV . . .

➨ Take another light bulb. Make it about half as big as it is now . . .

- Let's pretend that it is a magic flashlight . . .
- Shine it at a cat and make the cat as small as a mouse . . .
- Shine it on a mouse and make the mouse as big as a cat . . .
- Have the mouse chase the cat . . .
- Shine it on the dog and have the dog meow like a cat . . .
- Shine it on a bird and have the bird bark like a dog . . .
- Shine it on a cow and have the cow grunt like a pig . . .
- Shine it on a pig and have the pig sing like a bird . . .
- Put your magic light bulb on the shelf . . .

➨ Now put a light bulb in each hand . . .

- Hold your arms out straight to the side . . .
- Pretend the light bulbs are jet engines. Run down the street for a take-off . . .
- Run faster . . .
- Zoom yourself up into the air . . .
- Higher . . .
- Circle over your house . . .
- Look down . . .
- Do you see anyone you know? . . .
- Now zoom over town and look down . . .
- Do you see any stores? . . .
- Zoom away from town and look down at the river . . .
- Zoom away and look at the mountains . . .
- Look at the ocean . . .
- Zoom back toward home . . .
- When you are over your house, let go of the light bulbs and have them zip away into space . . .
- Open your parachute and float slowly to the ground . . .
- As you float down, look all around you . . .
- You are heading toward your backyard . . .
- Touch your feet down, take off your parachute, and go tell everyone that you are home . . .
- I'll bet you never thought you could make a jet plane out of light bulbs . . .



Nothing is very hard to do . . . if you use your imagination.

Game Nine

What In The World Did You Find?

When we lose something we usually feel bad about it. But if we lose a cold, we feel good. When we lose something, we hope that someone will find it and return it to us. If we find something that someone else has lost, we should try to find the owner and return it to him or her. If we go looking for ideas, we can keep whatever ideas we find. It isn't hard to find ideas . . . if you are willing to use your imagination.

In this game, we are going to search all around the world to see what we might find. Remember we are just making believe. We are pretending that something is lost and we are going to look for it. We don't know what it is, what it looks like, or where it was lost. When you are pretending, you can find just about anything you want.

- Close your eyes and let's start our imaginary search . . .
  - First, let's look in your house . . .
  - Look for some places where something could be hidden . . .
  - Do you see some places where something might get lost? . . .
- Walk all through the house; go into every room and look around . . .
  - Did you see some places where something could get lost? . . .
  - Go out the back door and look all around outside . . .
  - Do you see some places where something might get lost? . . .
- Now pretend that a helicopter is coming down in your yard . . .
  - Do you see it? . . .
  - Jump in and tell the pilot where you want him to take you . . .
  - Tell the pilot to take you any place in the world you want to go . . .
  - You are on your way . . .
- Now you are there . . .
  - Look all around . . .
  - Look for some places where something could get lost . . .
  - Now think of some more strange and unusual places in the world where something might get lost . . .
  - Of all the places that you have thought of, pick out the one place that you believe is the most unusual, one that you are sure no one could ever guess . . .
  - Do you have it? . . .
  - All right. That place is where you found something . . .

- Remember where it is and we'll go to another part of the game . . .

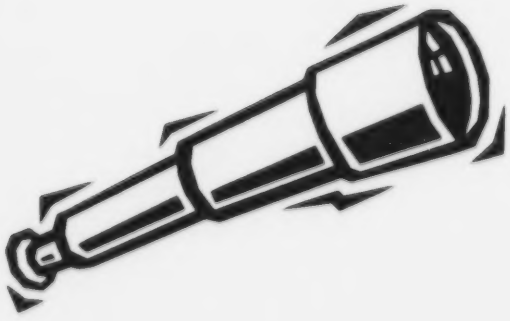
- We don't know what you found yet, do we? . . . Whatever it might turn out to be, it will have to look like something . . .
  - We will need to choose some words that will help us describe it to other people. First, we will look at all the colors that it might be . . .
  - Search in your mind and try to see all of the colors that you know about . . .
  - Put them on a wheel and have the wheel spin around in front of you . . .
  - Do you see all of the colors spinning around? . . .
  - Choose two or three colors that you like best . . .
  - Make them into a pattern or design . . .
  - Make a design with squares in it . . .
  - Make a design with stripes . . .
  - Make a design with dots in it . . .
  - Remember the colors and design . . .
- Besides color and design, there are other things we might wish to consider when we describe something . . .
  - Think about all the ways something might feel if you touched it . . .
  - Did you think of hot, cold, soft, rough, sticky, or smooth? . . .
  - Think of all the sounds it might make if you dropped it, hit it, or wound it up . . .
  - It could be big, round, small, or flat . . .
  - What other shapes or sizes could it be . . .
  - It could taste like pickles or pears . . .
  - What are some of the tastes that you like? . . .
  - Are there some tastes you don't like? . . .
- You have thought of a large number of ideas to describe something, something you might find. As you select some of these descriptions, don't worry if they seem silly when we put them together. All right . . .
- Think back and remember the color and design that you selected . . .
  - Select some words that describe how something might feel . . .
  - Choose some words that would describe the size and shape of something . . .
  - What words will describe the sounds something might make? . . .
  - Now see the description you have selected as I call them out . . .
  - Color and design . . .
  - How it feels . . .

- Sounds . . .
- Size and shape . . .
- Taste . . .
- Try to remember your description . . .
- Have you wondered what it is that you are describing? . . .
- You will find out in the next part of the game . . .

- You have already decided where it is that something is lost. You have also determined what it looks like and other ways to describe it. The next thing you will need to do is find out exactly what it is you found.

  First, it would be good for you to realize that just about anything could be lost and that you could find it. You could find a lost dog, a lost gold mine, or a lost astronaut. You could find a lost birthday present, or a lost school bus. Go ahead and picture in your mind all of the lost things that you could possibly find . . .
  - Think of many different kinds of things . . .
  - See some unusual things . . .
  - See some things that no one else will think of . . .
  - Of all the things that you were able to see, pick out the one thing that would be different from what anyone else might choose. . .
  - Do you have it? . . .
  - All right. That is what you found . . .
- Think back, do you remember where you found it? . . .
  - Do you remember the descriptive words? . . .
  - What color and design? . . .
  - How does it feel? . . .
  - What sounds does it make? . . .
  - What size and shape? . . .
  - Does it have a taste? . . .

Put these things together so that you can answer the question, **What in the world did you find?**



Game Ten

Repmacs

Do you have any **Repmacs** around your house? . . . You don't really know, do you? You can't have an idea about **Repmacs** or anything else unless you have seen, heard, felt, or tasted it. The things that help us to know more about something are called traits, characteristics, or attributes. They help us to know what something is like. When we look real close to see what something is like we may get an idea about using it for other things. **Repmacs** are things that we make out of something else. It will help you to know more about **Repmacs** if I give you some examples.

If a safety pin reminded you of a fish hook and you decided to bend the pin and make a fish hook, it would be a **Repmacs**. You made the fish hook from something else. If you made a parachute out of a handkerchief, it would be a **Repmacs**. If you used a pencil to dial a telephone, it would be a **Repmacs**. **Repmacs** are inventions. It's fun to be an inventor, and easy, too . . . if you use your imagination.

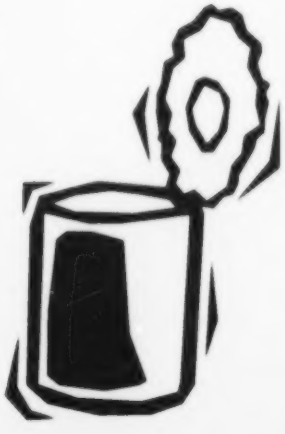
- Find the lid from an old garbage can . . .
  - Close your eyes and try to see the garbage can lid . . .
  - Turn it upside down, fasten a stick to it, and put it in the yard for a bird bath . . .
  - Find the lids from two old garbage cans . . .
  - Grab the handles and march down the street clashing them like cymbals . . .
- Now take a wire coat hanger . . .
  - Bend it into all kinds of shapes . . .
  - Bend it into the shape of a heart . . .
  - Put some red ribbon or colored paper on it and make a Valentine decoration . . .
- Set a tin can on the table . . .
  - Take a good look at it . . .
  - What is it like? . . .
  - Does it remind you of anything else? . . .
  - Could you use it for anything if it were turned upside down? . . .
  - What could you do with it if both the bottom and the top of the can were removed? . . .
  - What would it be used for if you made it bigger? . . .

- If you made it smaller? . . .
- If you changed the shape? . . .

- What could you use the can for if you painted it? . . .
  - Put colored cloth on it? . . .
  - Tied wire to it? . . .
  - Punched holes in it? . . .
  - Filled it full of cement? . . .
  - Cut it into strips? . . .
  - Made it smell good? . . .
  - Made it out of chocolate? . . .
  - Made it disappear when you wanted it to? . . .
  - Put rocks in it and put the lid back on? . . .
- Now, see if you can make some **Repmacs** on your own . . .
  - What could you make out of the top of an old ironing board? . . .
  - Try to see an old ironing board as part of something . . .
  - What could you do to an empty plastic container so that it could be used for something else? . . .
  - Make it into something else . . .
  - If you had hundreds of used Valentine cards, what could you do with them? . . .
  - What different kinds of things could you use them for? . . .

Repmacs is the name of this book spelled backwards. In our imagination we can perform operations on things and make them different. For example, we can substitute something for another thing, or we can combine one thing with another. Sometimes, we can adapt or change it to make it serve another purpose. We can make a thing bigger, smaller, or change its shape. We can use a thing for another purpose than originally intended and we can remove parts of it if we want to. And then also, we can arrange its parts or reverse the position of a thing or turn it around.

You can invent, compose, and create, if you *Scamper* . . . and you use imagination.



Scamper On Your Own

As written, the *Scamper* games present a detailed step-by-step guide for developing creative imagination. For the most part, players are asked to visualize and form mental images from the cues that are given. The major emphasis of the games is placed on non-verbal expression. This has been done with a purpose in mind. It was the intent of the author to present a simple and clear format that would be easily adaptable to particular groups and situations.

The opportunities for verbal or written expression are unlimited. Game leaders are encouraged to *Scamper* on their own and to make adaptations to suit their own style and game situations. As leaders gain self-assurance through familiarity with the games, it is hoped that they will create their own original ways of playing. The *Thinking and Feeling Processes* and the *Scamper Techniques* presented earlier are suggestive of new and original ways to *Scamper*.

Optional Activities for Getting Started On Your Own

- In playing or re-playing the games, instruct players to *act out* the directions or cues given. Remember, dramatic activity will require movement on the part of the players as they role play their imaginative experiences. It will be necessary for the leader to determine the rules that will be used and to pass their expectations on to the players.
- For example, the leader may wish to make the following rules, "No one is to take more than two steps in any direction." "Do not make movements that will cause you to touch another player." "You are to act out the directions without speaking." The dramatic activity may be enhanced by playing background music that is familiar to the players.
- Play the games as presented in the script with one exception. With this option, players are asked, at certain times, to answer selected cues verbally. The leader will need to read through the script and pre-select the cues that will be used for this purpose. A checkmark may be placed in the book to identify the cue that is to be used for verbal response. When more than one person is playing, it is suggested that all be given an opportunity to respond. In view of the

fact that more time will be consumed in using this option, it would be a good idea to establish time limits before starting the game.

- This option provides for written response. Each player or team of players should have paper and pencil available before starting. Once again, the leader will need to pre-select the cues to be used. A review of the *Thinking and Feeling Processes* presented earlier will be of help in identifying the categories of thought singled out for development.
- Play the game, or part of a game, stopping to provide time for players to record their thoughts. For example, in the *Cardboard Box* game you might cue players to "Make a list of the different kinds of vegetables that you could put in a refrigerator." In the *New Zoo* game the players may be asked to record the names they have given to the animals. In the *Doughnuts* game, players may be asked to write a list of all of the good things to eat that they could put inside of a doughnut. In *What in the World Did You Find?*, players could make a record of their observations. Time may be taken to allow players to discuss the ideas and observations that they have recorded.

Appendix

Scamper With Adults

Scamper games are easily adaptable for use with adults. When used at the opening of a class or meeting, or when used as a party activity, they have been found to be of value and quite effective in:

- ❑ Gaining attention and building group spirit;
- ❑ Arousing curiosity and setting levels of expectation;
- ❑ Gaining involvement—individuals are given something to do;
- ❑ Stimulating thought through *intellectual calisthenics*;
- ❑ Teaching and practicing the *Scamper* techniques; and
- ❑ Providing strategies for creative listening and use of imaginative talent.

In gaining the outcomes listed above, it should be recognized that the players will be asked to regress and relive some of their childhood experiences and behaviors. In doing so, cares of the day will be pushed aside as time is provided for quiet meditation. Activity of this nature is supportive of good mental health.

Scamper is a great leveling activity. All may play. All may contribute ideas. The ideas of all are welcome. In playing the games no one makes a mistake; all may win. As a sixth grader pointed out, no one can cheat. As a result, positive self-images and good feelings are established within the group.

Once again, you will notice that three dots (. . .) are used to indicate a pause after a verbal cue is given. The dots are your signal to wait and to watch the expressions of the players as they engage in the imaginative thinking exercises that you direct. You are about ready to lead your adult group in an experience that they will find to be unique and truly different.

There is one more very important requirement. You must be outwardly enthusiastic. Enthusiasm is contagious, it rubs off on others. If you expect to *turn on* others, you must first be *plugged in* and *turned on* yourself.

New Zoo
Adult Version

Let's take a few minutes to play a game called *Scamper*. It is a game for imagination and development. The book, *Scamper*, is actually designed for use with children. We are going to play an adult version of one of the games.

- First, let me ask you to think back to when you were 9 years old . . .
  - Do you remember the name of the school that you attended? . . .
  - There were some things you did very well as a third grader. One of them was skipping . . .
  - When was the last time you skipped? . . . (You may ask if anyone would like to skip around the room.)
  - There was another thing you did very well as a third grader. You used your imagination . . .
  - Using your imagination is what the *Scamper* games are all about, and that is what I am going to ask you to do.
- It is very important for you to concentrate in order to imagine . . .
  - So, please close your eyes . . .
  - Forget about the person sitting next to you . . .
  - Forget about the room you are in . . .
  - Forget about the tables, chairs, and other things in the room . . .
  - Concentrate on my voice and what I tell you to do . . .
- A moose has a big head and antlers . . .
  - Can you visualize this? . . . Can you see the antlers? . . .
  - Take his big head and put it on a hippopotamus . . .
  - Look at this animal very carefully . . .
  - Observe his unique characteristics . . .
  - Touch him . . .
  - Walk around him . . .
  - Can you see him? . . .
  - All right . . .
- Now open your eyes . . .
  - It is your task to give this animal a name. A name that will help to describe him to others . . .
  - Close your eyes once again and create a mental picture of this animal . . .

- See him as before and create a mental picture of this animal . . .
- See him and imagine how this animal might live . . .
- Go to fantastic extremes and think of his habits . . .
- Using all of the imaginative information you have built up, search around for combinations of words that will form a new and descriptive name . . .
- Create a new name . . .
- Do you have it? . . .
- Good. Remember it . . .

➨ Now open your eyes . . .

- Will you share the name you created with others? . . .
- We will take a few minutes for you to share your experiences with others and tell them the name that you gave the animal . . .

Optional *New Zoo* Activities

- Have the players draw a picture of the animal. Place the name of the animal at the bottom of the picture.
- Ask players to give an elaborate verbal description of the animal.
- Provide teams of players with pictures of animals taken from magazines. Provide scissors, paste, and background paper and have them create their own animals and name them. Give a prize for the most artistically unique production.
- Have players list the numbers 1 through 10 vertically on a sheet of paper. For each number, have them list an animal and name the most unique characteristic of the animal. When this task is completed, the leader randomly selects two numbers (example: 3 and 9) and asks the players to combine the characteristics and name the animals.
- Have players write the word *Scamper* vertically on their paper. Supply the appropriate words for each letter of *Scamper* and comment on the intellectual processes involved in Scampering.
- Using *Scamper On Your Own*, develop other ideas that you may wish to adapt for use with adults.

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Help Your Students Develop Their Imaginations To The Fullest

Scamper **allows your students to develop their imaginations through a series of guided activities in which they imagine different events or things. Whether they think up animals like ele-cam-phant by combining characteristics of the two or try to imagine the perfect meal, students are challenged to think creatively to develop their power of imagination.**

Each activity includes a description for the teacher as well as a complete text for the activity. Teachers are led through the imagination exercise step-by-step with cues on when to wait, how to modify the activity for more or less participation, and how to extend the activity.

Each of the imagination activities is designed to fit easily within class time and has been tested by an experienced educator. Ideal for helping students develop imagination for writing classes, the activities are also useful for any class where students must think creatively. By allowing students the freedom to explore their imaginations, they are able to better develop their creativity skills.

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